

The ethics of care and justice: a new framework for reflecting on leadership

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Thursday 6 October, 1.30 pm: Waterfront Room 1



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Session outline

- Introduction and context for the session
- Professional ethics
- Ways of thinking about leadership
- The ethics of care and justice: Joan Tronto
- Concepts for exploration
- A new framework for reflecting on leadership
- Reflection, discussion, and feedback



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Ethics is a practical matter

Newman and Pollnitz 2005

Ethics goes beyond reflection to actions of choice, It requires practice to improve skills, making valid choices available. Ethics is not confined to abstract and idealistic thought. It has an integral practical component.

Reaching ethical judgements in specific situations is a complex process usually requiring justification of the application of principles and the ability to decide between conflicting principles Reaching an ethical judgement may, for example, involve deciding between the ethic of intention and the ethic of responsibility.



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Professional ethics

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The Code of Ethics recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital

ECA Code of ethics, 2016

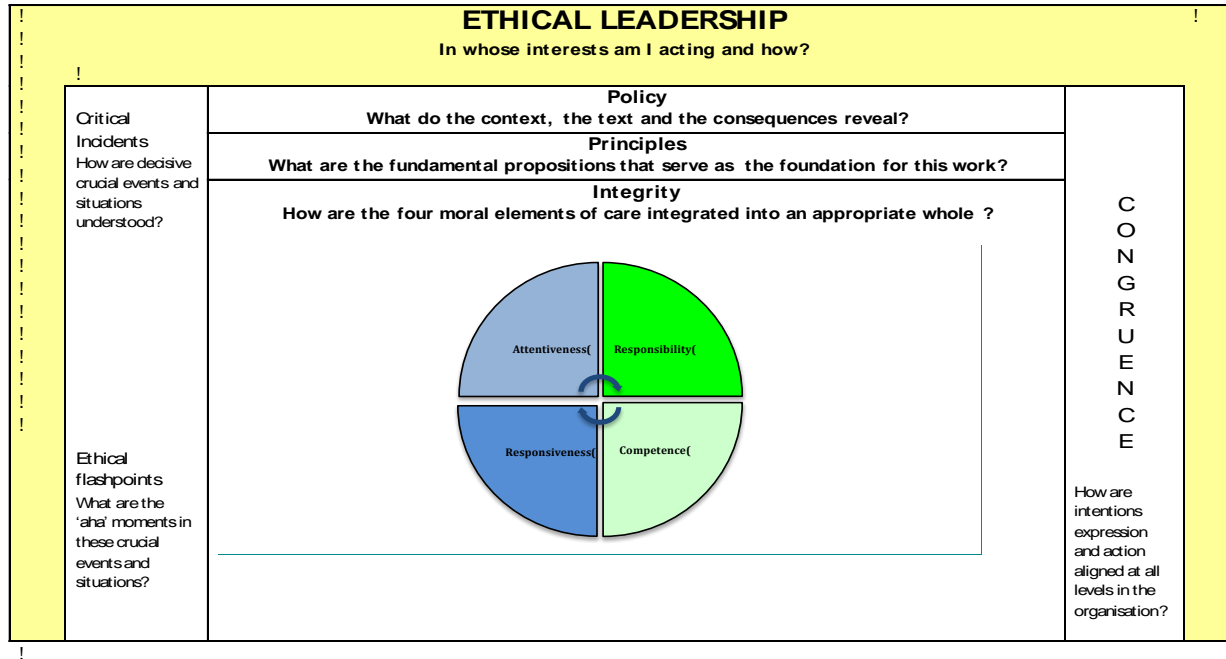
Ethics is a practical matter integral to professional leadership.



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A new framework for reflecting on leadership



Ways of thinking about leadership

Fasoli, Scrivens & Woodrow 2007

New ways of thinking about early childhood leadership must specifically be underpinned by sustainable professionalism which incorporates the facets of ethical entrepreneurship, caring, activism, and taking a hopeful futures perspective.

This way of looking at leadership acknowledges its political dimension, calling on people to consider the interests of all and the impact of decisions. It brings a critical dimension that involves acknowledging a range of perspectives and pathways, and serious negotiation.



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Ways of thinking about leadership

Rodd 2006

The ethics of leadership lie in the leader's attitudes towards the involvement and participation of others in issues that affect their lives. Ethical leadership is a process of working with people to achieve specific goals, and it is founded on trust, value, respect, communication, collaboration and empowerment.



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Ways of thinking about leadership

Ciulla 2009

Care means attention to what is going on in the world and emotional concern about the well-being of others...However, care is not just about the self, it is also about attention, solicitude, and active involvement with others. Unlike the golden rule, which is objective and egalitarian, care entails having certain dispositions and feelings...Whether Nero really did “fiddle while Rome burned” is not important. What the story tells us is that a leader’s job is to be in the right place and paying attention to the right things.



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The ethics of care and justice: Joan Tronto

- Care is both a practice and a disposition - a value embedded in human activity and public life
- Can add a human face to justice, and inform the practices of democratic citizenship
- Can enable participation of the vulnerable and give voice to the silent so that justice can be enacted.
- About making a competent response such that all can live in the world as well as possible.
- Integrating moral, practical and political aspects of life, having a central place in society.
- Reaching out to 'someone other than self' that then leads to some sort of action (Tronto, 1993).



Tronto: care and integrity

Moral elements

Phases of care

Attentiveness



Caring about: noticing the need to care

Responsibility



Taking care of: assuming responsibility for care

Competence



Care-giving: actual work of care

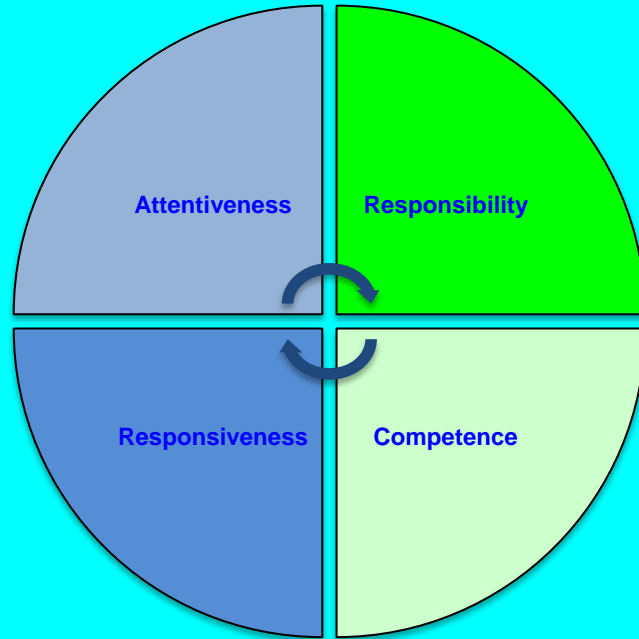
Responsiveness



Care-receiving: response of recipient to care



Integrity of care



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Questioning phases of caring

Attentiveness: Caring about

- What need is being recognised here and by whom?
- What need might exist here that is not being recognised by the actors in the situation?
- How is the context shaping the needs and the processes of recognition of these needs?
- How are these the same or different from other situations?
- How are the relationships defined: from whose perspectives?

Responsibility: Taking care of

- Is someone taking responsibility for and determining how to meet this need? Who responds to the identified need?
- What are they doing that demonstrates this?
- How does the context shape the decisions being made?
- What indicates the most appropriate response (in this situation)?
- What are or might be the perspectives of those involved?



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Questioning phases of caring

Competence: Care giving

- How is the need being met?
- How well is the need being met?
- What are the reactions of all those involved?
- How does this differ from other situations?
- What would be a competent response?

Responsiveness: Care receiving

- How is the receiver responding?
- How does the object of care recognise the care it is receiving?
- To what degree does the object of the care respond?
- What are the situational aspects of responsiveness as indicated?
- Are there particular aspects of responsibility that evoke greater responsiveness?



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A question of integrity

How do the four moral elements come together as an integrated and appropriate whole?



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Critical incident: an incident that at first appears typical but is rendered critical through analysis, showing it is indicative of underlying trends, motives and structures - helping us to understand the meaning of a practice.

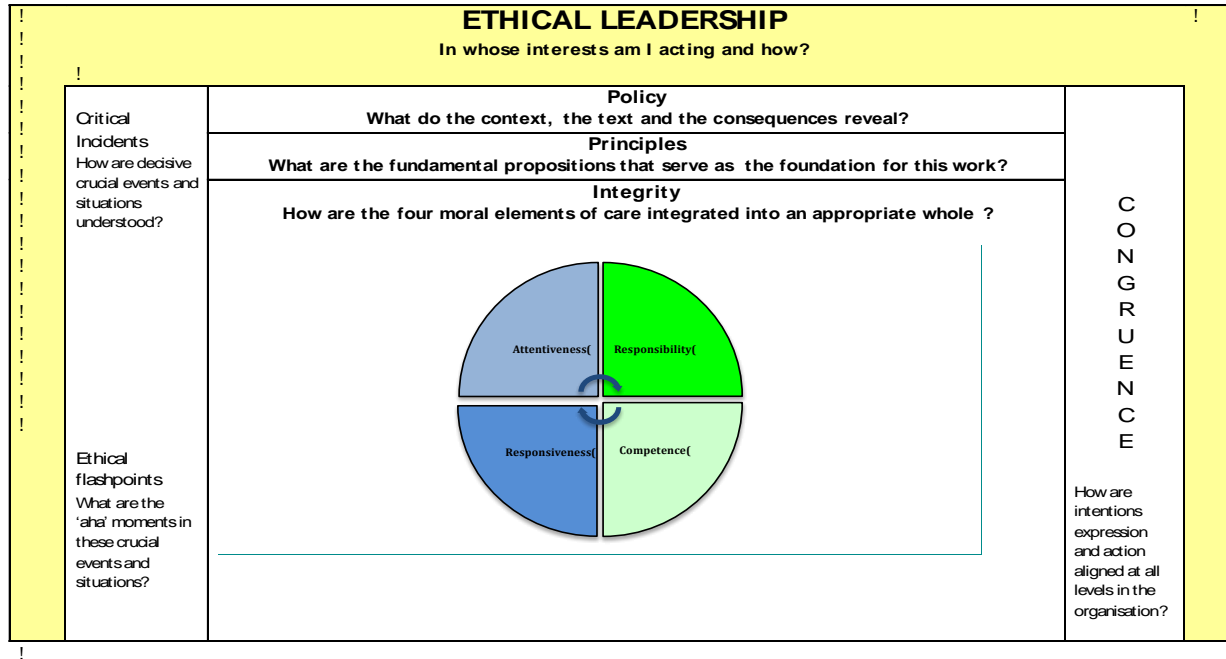
Ethical flashpoint: an 'aha' moment leading us to question in whose interests we are working and how effectively – a stimulus leading to more conscious ethical questioning.



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A new framework for reflecting on leadership



One critical incident

What was critical about this incident?

Where were some of the ethical flashpoints?



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Reflections

Discussion

Feedback?



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